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ABSTRACT

This guide to teaching speechreading skills to deaf elementary grade children offers an experiential, synthetic (rather than analytic) approach to acquisition of receptive spoken language through realistic and meaningful activities. Introductory material considers the importance of practice in speech reading, ways to individualize the activities for different ability levels, and alternate strategies. Lesson planning is guided with a standard format that involves prediction of possible vocabulary usage, practice, role play, and use in real life situations. Twelve activities are described that apply this format for the following topics or situations: greetings, family vocabulary, colors, numbers, names, seasons, answers and comments, commands and questions, emergency situations, restaurant (fast food), restaurant (dine-in), and a doctor's office. (DB)

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Gallaudet University Laurent Clerc National Deaf Education Center

Speechreading in Context:

A Guide for Practice in Everyday Settings

A Revision of David Deyo's Work

by

James Lee

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Laurent Clerc National Deaf Education Center
Gallaudet University, Washington, D.C.

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Dedication

David Deyo was an educational audiologist, researcher, and author at Gallaudet University Pre-College Programs until his untimely death in 1991. He published a number of guides and curricula that emphasized a cultural approach to communication therapy with deaf and hard of hearing children. David was a pioneer for this approach, contributing to a new way of thinking about teaching deaf and hard of hearing children to make the most of the tools available to them for communicating in a wide variety of environments.

This substantive revision of David Deyo's *Speechreading in Context* (1984) reflects changes in trends in education toward an even more integrated, child-centered, inclusive approach to meeting the communicative and educational needs of deaf and hard of hearing children. It is my hope that this working paper and the product that will later result are the natural evolution of Mr. Deyo's earlier work.

About the Author

James Lee received his Master of Science degree in Speech-Language Pathology from Gallaudet University. He completed his Clinical Fellowship at the Boston Center for Deaf and Hard of Hearing Children (BCDC) at Children's Hospital. Mr. Lee then worked as a speech-language pathologist with pre-school through high school-age deaf and hard of hearing students in the Fairfax County Public School system in Virginia. Currently, he is Communication Specialist for an elementary level team at the Kendall Demonstration Elementary School.

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Sharing Ideas

The Laurent Clerc National Deaf Education Center's (formerly Pre-College National Mission Programs) "Sharing Ideas" series is comprised of working or occasional papers and videos of interest to parents and teachers of deaf and hard of hearing children, researchers, school administrators, support service personnel, and policy makers. Works in the series are often prepared for a specific 'occasion,' and include papers, presentations, or final reports that address a need in the field or contribute to the growing body of knowledge about educating deaf and hard of hearing children. The intent of the series is to act as a clearinghouse for sharing information from a number of sources.

These widely disseminated papers cover a broad range of timely topics, from describing innovative teaching strategies to reviewing the literature in an area of inquiry to summarizing the results of a research study. In every case, there is a common focus: improving the quality of education for children who are deaf or hard of hearing. The Clerc Center welcomes feedback about the concepts presented, particularly in the case of 'working papers,' which often represent works in progress or express the views or experiences of an author.

Researchers, graduate students, parents, and teachers are encouraged to send proposals for review and possible inclusion in the Sharing Ideas series. Submissions to the series are reviewed by content experts before acceptance for publication as Clerc Center products.

We Want Your Input!

This working paper is still in its early stages. It started as a revision of the book, *Speechreading in Context*, by David Deyo, but has moved in new directions. The plan for this guide is that it will soon be published as a Clerc Center product, with photos and formatting that will further illuminate the strategies discussed. Before it reaches that stage, however, we would like your input, ideas, and reactions. In that way, this work benefits from the collective wisdom that is developing among those that recognize deaf children's need for visual language while still supporting their right to acquire the level of skill with spoken English that works for them. Please fax or send your comments and questions to us, along with information about how the author can reach you for further discussion, in care of the National Deaf Education Network and Clearinghouse managing editor (at the address on the back of the title page). We are interested in any and all comments, criticisms, and contributions.

Getting Started

Introduction

This guide to speechreading with deaf children is based on the belief that speechreading abilities can be enhanced through experiential practice. This means that speechreading is not necessarily taught; it is instead presented in structured, comfortable environments where deaf and hard of hearing children can experience spoken language and ACQUIRE speechreading skills. This is not an *analytical* approach to speechreading; it is an experiential, *synthetic* approach designed to encourage acquisition of receptive spoken language abilities through meaningful activities. In other words, analytic tasks—those based on breaking down words and working to visually differentiate one isolated sound from another—are not part of this approach. Instead, practice occurs at a synthetic or pragmatic level; sounds are presented within words and phrases as they might be used in actual conversations. Synthetic activities tend to be functional in nature, surrounding the target words and phrases with context. They seem more authentic or lifelike—and hence more motivating and meaningful—than analytic tasks. This difference can be important to the success of speechreading training with young children.

More Than Just Lipreading

Besides the appeal and applicability these "realistic" activities offer for children, there are some very important theoretical reasons not to focus only on what is seen on the lips. Speechreading, a term coined and used by professionals working with deaf and hard of hearing individuals, is a much broader activity, in which individuals utilize *all* available clues to understand what a person is saying. Speechreading does include lipreading, but also capitalizes on gestures and body language, facial

expressions, situational clues, linguistic factors and any auditory input that is available to the individual (Kaplan, 1996[1]).

- Lipreading is the visual differentiation and comprehension of the sounds in words and sentences.
- Gestures or body language include any body movement accompanying the spoken utterance that add meaning; for example "Go!" with a finger point.
- Facial expressions are similar to body language and add information for the listener, such as the emotional tone of the comment and whether it is a statement or a question.
- Situational clues that assist the deaf or hard of hearing listener are contextual cues such as a child's mother with her hands full standing in front of a door saying "Open the door please."
- Linguistic factors that rely on the redundancy that is a natural part of language assist children who are becoming more familiar with spoken English. An example of this is knowing that a question will often begin with a WH word (who, what, where, when, and why), or seeing a plural form of a verb indicates that the subject was plural even if the "s" was not heard.

Because these factors work together to contribute to success in speechreading, it is important to conduct speechreading practice in context, not in isolation.

Why Practice Speechreading?

A deaf or hard of hearing child with receptive spoken language skills (of any kind) and experiential practice using these skills is likely to know what to expect and experience greater success in a variety of settings that involve spoken communication. Speechreading skills can be an important part of developing independence and a feeling of confidence when encountering situations in which spoken language is appropriate or desired. Using this type of context-based prac-

1 Kaplan, H. (1996). Speechreading. In M.J. Moseley and S. Baily (Eds.), *Communication Therapy: An Integrated Approach to Aural Rehabilitation*, 229-250. Washington, DC: Gallaudet University Press.

tice, deaf and hard of hearing children, in any type of educational program, can experiment with a full array of communication tools and discover what works for them in a variety of academic and social situations, and later in their careers.

For these reasons, speechreading is an important and beneficial feature of a communication therapy or training program. The focus of this type of training in speechreading enables deaf and hard of hearing children to anticipate what may be said in a given spoken language situation. This process of learning what to expect (situationally and linguistically) furthers the ability of a child to function in diverse situations in hearing society. Most deaf and hard of hearing children in any type of educational setting can enjoy and later benefit from this type of guided exposure to spoken language presented in natural contexts. The goals and expectations are easily modified to suit the needs and abilities of each child.

A possible additional benefit for children is the connection this type of work can have to literacy. While not thoroughly investigated, it is hypothesized by some researchers that some children's success in reading is related to an internal decoding system based on the spoken form of English. How this system is developed by the children is not yet clear. However, these activities have the potential to reinforce developing English literacy skills by linking both written and spoken forms of English with meaningful activities.

Who Can Use This Guide?

The responsibility for fostering speechreading skills in an enjoyable and meaningful way can be assumed by a variety of individuals in the child's life. In a structured setting, training should take place with an experienced professional; that is, a speech-language clinician, communication therapist, audiologist, aural rehabilitationist, and/or teacher of the deaf. Outside of therapy, practice can occur with other individuals who are familiar with the child and understand the basic goals. This includes parents, teachers, bus drivers and siblings who can be on the lookout for fun, low-pressure, real-life situations that might support practice in a naturally occurring setting. In all situations, the students should be involved, to the extent that they understand, in ideas about how they could get occasional practice outside school, and know which individuals have agreed to become part of those activities. It is recommended that the clinician orient non-professionals to ensure success for the child. It is important to remember when practicing these skills that opportunities be presented in safe, predictable contexts. These contexts should be fully comprehensible to the child either through context or familiarity with the activity, or should be clearly a practice scenario.

Sharing Ideas

This approach can be used with children in any educational setting using any type of communication mode. Oral programs, Cued Speech programs, Total Communication and ASL/Bilingual/Bicultural programs can all use the strategies presented in this guide to improve the speechreading skills of deaf and hard of hearing students. Finally, it is important for a variety of deaf adult role models to participate in various aspects of this practice with children. Students can gain new perspectives and strategies as deaf adults share with them their first-hand experiences, approaches, and the practical applications of speechreading in their own lives.

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About this Guide

This guide was originally designed for children in elementary schools. In the current revision, the emphasis will remain on younger children. However, the basic tenets, activities, and philosophy are readily adapted to older children and adults. As children develop skills in speechreading, they will require less structured or contrived activities than those prescribed in this guide. As children gain confidence, they can be encouraged to hone their skills by using them in real and natural situations in the school or in the community.

Core Topics

Lessons can focus on the following topics:

- **Family Vocabulary**
- **Greetings, Endings, and Transitions**
- **School Vocabulary**
  Colors, Numbers, Classmate and Teacher Names, Class Subject Names, Seasons, etc.
- **Answers and Comments**
- **Commands and Questions**
- **Emergency Situations (Hurt or Lost)**
- **Restaurants (Fast Food vs. Dine-In)**
- **Doctor's Office**

Individualizing the Input

Depending on the educational or communication philosophy of a child's program, the above topics can be separated into units, or they can be integrated into the theme(s) of a classroom. In an educational setting incorporating an integrated theme-based approach, the vocabulary and units can be derived from the theme and units of the class. It is important that the core topics (those listed above) and the essential vocabulary (in the lessons provided) be presented as critical vocabulary for receptive spoken language acquisition. Whatever the philosophy of the educational program, be sure that the activities are important and meaningful to the life and education of the student. The activities should be as functional as possible, and as much as possible imbedded in language.

Presentation of Sentences vs. Words vs. Isolated Sounds

For the purposes of this guidebook, the smallest unit of presentation should be a word. Presenting stimuli at the sound level is not in keeping with the functional/synthetic approach which is the basis for this guidebook. The ideal for a synthetic approach would be to present at the phrase or sentence level. However, in order to use this guide with the broadest scope of children and ensure their success, it is recommended that the word level be used as a starting place with those children not yet ready for the phrase level.

It is important to provide successful experiences for all children. For this reason, children new to spoken language/speechreading therapy will benefit from presentation of single words. However, it is imperative that more language be added as soon as possible. The next step is to imbed the stimulus word in a carrier phrase e.g., "show me the ..." or "the circle is (color word)." From there, short and contextually appropriate phrases and then sentences should be presented. Finally, connected spoken language in role play situations can be used as stimulus items for speechreading.

Certain children may never achieve some of the more advanced levels, and some may begin beyond the introductory levels. The purpose of these levels of complexity is to make this guide useful for most deaf and hard of hearing children and to make it easily adaptable and developmentally challenging for all so that they can continue to progress. These activities can be used with individual deaf or hard of hearing children or with groups. Grouping of children with similar skills is preferable, but not necessary. When children's skill levels vary, it is the job of the clinician to adapt the activity to meet each child's needs.

Levels of Difficulty

- Single words in tasks with two choices
- Single words with increased number of choices
- Words imbedded in a rote carrier phrase (followed by increasing number of choices of phrase)
- Words presented in novel short phrases
- Phrases of increasing length (i.e., sentences) with more than one critical feature to comprehend
- Connected spoken language

Use of Voice

The question of whether or not to use voice when conducting speechreading practice is an important one. The recommendation—to use voice—is based on this guide's broad definition of speechreading. If a child has some residual hearing, then speechreading in natural contexts will most often include access to some sound.

The only caveat to this "rule" is when the task is speechreading/lipreading, and the child has good auditory skills that preclude the need for visual input for the child to understand. In other words, if the child can hear and understand the message without looking, but lipreading practice is the goal, the clinician needs to present items "voice-off." Another strategy for increasing the level of challenge for these children is to add noise to the situation. Cafeteria noise at varying levels can add that needed challenge to role play situations. Another option is to involve the child in a three- or four-way conversation to add challenge.

Alternate Strategies

For the Teacher:

If a child is having difficulty at a given level, some modifications can be made.

- The number of possible response choices can be reduced to a level that allows mastery. This modification is demonstrated in the above hierarchy for task difficulty. Begin with a choice of two, and then add more choices as appropriate and as the child succeeds.

- Select choices that vary more dramatically from one another (mouth movement, syllable number, etc.). For example, father and mother are more easily discriminated than mother and brother.

- Have the choices available in print form. It helps the child to remember the options and can reinforce literacy skills.

- It is very important to use a language that is fully accessible to all the students to ensure comprehension and student involvement for pre-activity discussion, explanation, brainstorming and for post-activity discussion and processing. However, if sign language is to be used *within* the specific choice task, it should be only in response to a child's request for clarification (or the clinician's judgment that it is warranted). The goal of these activities is not to frustrate the student or to force the use of spoken language. Sign language should be utilized without hesitation to clarify when the student has no other strategy for identifying the target word/phrase or asks for help in deciphering a message. The sign language used should support the comprehension needs/preferences of the student. Therefore, in an ASL program, this prediction work, as well as all the preliminary and follow-up discussions, can be conducted (voice-off) in American Sign Language.

For the Student:

Acquiring "repair strategies" is important to the development of functional speechreading skills and to the overall efficacy of the child's receptive spoken language skills. As soon as a child begins to show some facility with receptive spoken language skills, he or she should be encouraged to develop his or her own strategies

for repairing communication breakdowns in a variety of situations with people who may or may not know sign language.

Possible repair strategies for students:

- Asking for repetition
- Asking for another word that means the same
- Asking for the person to say it differently
- Asking the person to write or sign the utterance

A more comprehensive discussion of strategies can be found in "*Speechreading: A Way to Improve Understanding*," (Second Edition) by Kaplan, Bally and Garretson, 1985.

Planning a Lesson

The format for a lesson or activity is as follows:

Choose a topic area from those provided or from a classroom theme, activity, upcoming field trip, or recently-read storybook. If the clinician is planning the activity, it's important to be in touch with the classroom teacher, or better yet to spend time with the class as a whole to observe individual children's interests, interactive language skill in that environment, and literacy development. This kind of attention will help the clinician tailor the activities to the needs, interests, and aptitudes of each child.

Predict:

Discuss with the student(s) when the vocabulary related to the theme or topic might be used. Encourage the students to generate possible situations, discuss who might say what phrases, recall their own experiences with such interactions, etc.

Ask the students to generate specific vocabulary related to the topic. (Unless the children have a very high degree of intelligibility and comprehension in spoken language, it may be best to address vocabulary through spoken language only after the children have been exposed to it through sign language or reading. In other words, it is important that the children have a firm grasp of the concepts before focusing on speechreading the words/phrases.)

Include any vocabulary from the lists provided in this guide, from the classroom teacher, or of your own that you believe to be critical and appropriate for the particular students involved.

Write the vocabulary/phrases on the board or a flip chart and have them available in print form. If it is an age-appropriate goal, children may also write them in their own notebooks. Be sure to include any carrier phrases in written form, also.

Practice:

New vocabulary/phrases should be practiced with the student(s), thus introducing the target words/phrases in a controlled manner. It is also suggested that the student attempt to imitate the spoken word/phrase with or without voice depending on the skills of the child. This is not a good time to spend on correct articulation;

however it may help some children internalize the form of the word if they attempt to repeat it. One possible progression for receptive practice is shown below:

- Present the target (word or phrase) in sign language and write it.
- Present it again in spoken English without signing and encourage the child to imitate it.
- Present it a third time in spoken English, indicating the print form.
- Present the phrases for the student to choose from a group of options which is appropriate, but challenging, to the student's ability (i.e., choose from a set of two or three).

Role Play:

The clinician and student(s) should brainstorm a role-play situation as it might happen, then role play it with props and physical actions if possible. For beginners, the role-play might only include the carrier phrase and the target. More advanced students might act out a trip to the store or another event that would generate a series of phrases. Some examples of role-plays follow:

- Explain to "Emily" that you are her parent and that you have just arrived to pick her up from after-school care. A number of words/phrases would be likely to come up that would fall under that categories of Family Vocabulary or Greetings.
- Create a restaurant with menus, tables, chairs, and fake or real food. The children would take turns being the patron, the waiter, the hostess, etc. The children would actually "experience" going to a restaurant in a safe learning environment.

While it is clear that a number of interesting props could be used for such activities as the restaurant scenario, they can also be used for something as simple as the numbers or colors activities. Talking about people's ages, playing with money, or discussing clothes adds the needed level of realism to numbers and colors tasks, and more clearly demonstrates to the child how speechreading skills can be useful.

When conducting the role-play situations, you may notice that a student is already able to speechread much of the basic vocabulary. If this occurs, use one of the options to increase the level of difficulty or add noise to challenge a child with more

hearing. If, however, you notice that a child is not yet able to speechread some necessary vocabulary, or does not seem to grasp the concept, then back up and add a lesson to build concepts or practice those words and phrases.

Communicate:

Let the parents know what the theme is and some of the vocabulary. Ask for the family's assistance. The family will actually experience many of the role-play situations in real life. A real life experience for a **prepared** child is more effective and has more potential to build confidence than a therapeutic experience. Again, it is important that parents have been given a clear orientation to this concept and ideas about how they might incorporate practice in a way that is fun, comprehensible, and non-threatening for the child.

Activities

GREETINGS

Predict

Ask student(s) to generate a number of possible situations in which greetings would occur.

Ask student(s) to generate vocabulary/phrases, and transcribe them on the board and/or the student's notebook.

Add to the list any critical vocabulary not generated by student(s).

- Hello
- Hi
- How are you?
- What's up?
- Good morning
- Good afternoon
- Goodnight
- Goodbye
- Have a good day.
- See you later.
- See you tomorrow.
- Have a good weekend.
- Bye (Bye)

Practice

Have the student(s) attend to presentation of vocabulary via sign, voice and print, then set up some "choice-tasks" where the student must discriminate the target word or phrase from others.

Role Play

Use situations generated during the prediction activity to role play, allowing the student(s) the opportunity to speechread the new vocabulary.

Possible scenario:

> *The child walks into the classroom in the morning. She is greeted by her teacher and asked how she is doing.*

Communicate

Let the parents know the vocabulary generated for the topic and ask the family to provide opportunities at home for additional naturalistic practice.

FAMILY VOCABULARY

Predict

Ask student(s) to generate situations in which family vocabulary would occur.

Ask student(s) to generate vocabulary/phrases, and transcribe them on the board and/or the student's notebook.

Add to the list any critical vocabulary not generated by student(s).

- **Mother/Mom/Mommy**
- **Father/Dad/Daddy**
- **Sister/Brother**
- **Pet/Dog/Cat**
- **Grandmother/Grandfather**
- **Uncle/Aunt**
- **Cousin**
- **I love you**
- **Names of all of the above**
- **I love _____.**
- **Where is _____.**
- **My _____ is with me.**
- **My _____ is in the car/house/store.**

Practice

Have the student(s) attend to presentation of vocabulary via sign, voice and print, then set up some "choice-tasks" where the student must discriminate the target word or phrase from others.

Role Play

Use situations generated during the prediction activity to role play, allowing the student(s) the opportunity to speechread the new vocabulary.

Possible scenario:

> *Joey is ready for bed and his mother asks him to say good night to his brother, father, and grandmother, who might be likely to say back to him a form of good night as well as "I love you," "See you in the morning," etc.*

Communicate

Let the parents know the vocabulary generated for the topic and ask the family to provide opportunities at home for additional naturalistic practice.

School - COLORS

Predict

Ask student(s) to generate situations in which color names would occur.

Ask student(s) to generate vocabulary/phrases, and transcribe them on the board and/or the student's notebook.

Add to the list any critical vocabulary not generated by student(s).

- **Black**
- **Blue**
- **Brown**
- **Gray**
- **Green**
- **Orange**
- **Pink**
- **Purple**
- **Red**
- **Tan**
- **Yellow**
- **White**
- **Is it ____?**
- **Please give me ____.**

- **Is your dress/shirt/hat _____.**
- **My favorite color is _____.**

Practice

Have the student(s) attend to presentation of vocabulary via sign, voice and print, then set up some "choice-tasks" where the student must discriminate the target word or phrase from others.

Role Play

Use situations generated during the prediction activity to role play, allowing the student(s) the opportunity to speechread the new vocabulary.

Possible scenario:

> *Maria is coloring with a classmate and the two must share crayons as they color their pictures.*

Communicate

Let the parents know the vocabulary generated for the topic and ask the family to provide opportunities at home for additional naturalistic practice.

School - NUMBERS

Predict

Ask student(s) to generate situations in which number words would occur.

Ask student(s) to generate vocabulary/phrases, and transcribe them on the board and/or the student's notebook.

Add to the list any critical vocabulary not generated by student(s).

- **Numbers "1" through a developmentally appropriate end number**
- **I am ____ years old.**
- **I have ____ brothers/sisters.**
- **It is _:00. (Time)**

Practice

Have the student(s) attend to presentation of vocabulary via sign, voice and print, then set up some "choice-tasks" where the student must discriminate the target word or phrase from others.

Role Play

Use situations generated during the prediction activity to role play, allowing the student(s) the opportunity to speechread the new vocabulary.

Possible scenario:

> *Tyresha is given a telephone number by a classmate and a specific time to call that evening.*

Communicate

Let the parents know the vocabulary generated for the topic and ask that the family provide opportunities at home for additional naturalistic practice.

School - NAMES

Predict

Ask student(s) to generate situations in which names would occur.

Ask student(s) to generate vocabulary/phrases, and transcribe them on the board and/or the student's notebook.

Add to the list any critical vocabulary not generated by student(s).

- **Names of classmates, teacher, subjects, areas of the school, other things that are applicable to student(s)**

Practice

Have the student(s) attend to presentation of vocabulary via sign, voice and print, then set up some "choice-tasks" where the student must discriminate the target word or phrase from others.

Have the student(s) attend to presentation of vocabulary via sign, voice and print and then ask the student to discriminate in choice tasks.

Role Play

Use situations generated during the prediction activity to role play, allowing the student(s) the opportunity to speechread the new vocabulary.

Possible scenario:

The teacher is grouping students for a project and is calling their names.

Communicate

Let the parents know the vocabulary generated for the topic and ask the family to provide opportunities at home for additional naturalistic practice.

School - SEASONS

Predict

Ask student(s) to generate situations in which season words would occur.

Ask student(s) to generate vocabulary/phrases, and transcribe them on the board and/or the student's notebook.

Add to the list any critical vocabulary not generated by student(s).

- **Autumn**
- **Fall**
- **Winter**
- **Spring**
- **Summer**
- **Corresponding months**
- **Holidays**

Option: Do each season as a separate activity with a list of corresponding vocabulary

Practice

Have the student(s) attend to presentation of vocabulary via sign, voice and print, then set up some "choice-tasks" where the student must discriminate the target word or phrase from others.

Role Play

Use situations generated during the prediction activity to role play, allowing the student(s) the opportunity to speechread the new vocabulary.

Possible scenario:

> *The teacher is doing a lesson on multicultural holidays and the students have asked her the month and season for each holiday.*

Communicate

Let the parents know the vocabulary generated for the topic and ask that the family provide opportunities at home for additional naturalistic practice.

ANSWERS AND COMMENTS

Predict

Ask student(s) to generate situations in which these words/phrases would occur.

Ask student(s) to generate vocabulary/phrases, and transcribe them on the board and/or the student's notebook.

Add to the list any critical vocabulary not generated by student(s).

- Excuse me
- Please
- Alright
- Later
- Wait
- I'm sorry
- OK
- I don't know
- I know
- Yes
- No
- Maybe
- Thank you
- I don't understand

Practice

Have the student(s) attend to presentation of vocabulary via sign, voice and print, then set up some "choice-tasks" where the student must discriminate the target word or phrase from others.

Role Play

Use situations generated during the prediction activity to role play, allowing the student(s) the opportunity to speechread the new vocabulary.

Possible scenario:

> *Phillip needs to ask a cafeteria worker (who is having a conversation) for lunch because he is late to lunch.*

Communicate

Let the parents know the vocabulary generated for the topic and ask the family to provide opportunities at home for additional naturalistic practice.

COMMANDS AND QUESTIONS

Predict

Ask student(s) to generate situations in which these commands or questions would occur.

Ask student(s) to generate vocabulary/phrases, and transcribe them on the board and/or the student's notebook.

Add to the list any critical vocabulary not generated by student(s).

- **Where's your coat?**
- **Get your coat**
- **Get your bag**
- **Where is your hearing aid?**
- **Tie your shoe**
- **Do you need to go to the bathroom?**
- **Do you need help?**
- **What happened?**
- **Hurry up**
- **Clean up**
- **Slow down**
- **Walk**
- **Stay here**
- **Don't touch**
- **Sit down**

- Be quiet
- Be careful
- Open the door/window
- Close the door/window

Practice

Have the student(s) attend to presentation of vocabulary via sign, voice and print, then set up some "choice-tasks" where the student must discriminate the target word or phrase from others.

Role Play

Use situations generated during the prediction activity to role play, allowing the student(s) the opportunity to speechread the new vocabulary.

Possible scenario:

> *Sarah needs to get ready to get on the bus and go home and her teacher is asking if she needs to go to the bathroom, telling her to tie her shoes and get her bag, etc.*

Communicate

Let the parents know the vocabulary generated for the topic and ask the family to provide opportunities at home for additional naturalistic practice.

EMERGENCY SITUATIONS

Predict

Ask student(s) to generate emergency situations.

Ask student(s) to generate vocabulary/phrases, and transcribe them on the board and/or the student's notebook.

Add to the list any critical vocabulary not generated by student(s).

- **Are you hurt?**
- **Are you lost?**
- **Where's your mother/father?**
- **Can you hear?**
- **Can you speak?**
- **Are you OK?**
- **Do you feel sick?**
- **What's wrong?**
- **What happened?**
- **Wh- words (Who, what, where, when, why)**
- **Do you understand me?**
- **Can you write?**
- **What's your name?**
- **Where do you live?**
- **What's your phone number?**

- How old are you?
- What school do you go to?
- Can I help you?

Practice

Have the student(s) attend to presentation of vocabulary via sign, voice and print, then set up some "choice-tasks" where the student must discriminate the target word or phrase from others.

Role Play

Use situations generated during the prediction activity to role play, allowing the student(s) the opportunity to speechread the new vocabulary.

Possible scenario:

> *Ricardo is playing at the park near his home and he falls off the jungle gym. A stranger comes over to see if he is okay.*

Communicate

Let the parents know the vocabulary generated for the topic and ask the family to provide opportunities at home for additional naturalistic practice.

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RESTAURANT (Fast food)

Predict

Ask student(s) to generate fast food dining situations.

Ask student(s) to generate vocabulary/phrases, and transcribe them on the board and/or the student's notebook.

Add to the list any critical vocabulary not generated by student(s).

- **May I take your order?**
- **Anything else?**
- **Is that all?**
- **Would you like sauce?**
- **Dessert with that?**
- **What size?**
- **Small, medium or large?**
- **That'll be $...**

Practice

Have the student(s) attend to presentation of vocabulary via sign, voice and print, then set up some "choice-tasks" where the student must discriminate the target word or phrase from others.

Role Play

Use situations generated during the prediction activity to role play, allowing the student(s) the opportunity to speechread the new vocabulary.

Possible scenario:

> *Rosa goes to McDonalds with her hearing friends and needs to order her meal by herself.*

Communicate

Let the parents know the vocabulary generated for the topic and ask the family to provide opportunities at home for additional naturalistic practice.

RESTAURANT (Dine-in)

Predict

Ask student(s) to generate Dine-in restaurant situations.

Ask student(s) to generate vocabulary/phrases, and transcribe them on the board and/or the student's notebook.

Add to the list any critical vocabulary not generated by student(s).

- **How many in your party?**
- **Smoking or non-smoking?**
- **Can I get you something to drink?**
- **Are you ready to order?**
- **How would you like that cooked?**
- **Today's specials are ...**
- **How is everything?**
- **Can I get you anything else?**
- **Can I get you coffee or dessert?**

Practice

Have the student(s) attend to presentation of vocabulary via sign, voice and print, then set up some "choice-tasks" where the student must discriminate the target word or phrase from others.

Role Play

Use situations generated during the prediction activity to role play, allowing the student(s) the opportunity to speechread the new vocabulary.

Possible scenario:

> *Follow the restaurant example given using menus, tables, food etc. Kyle, Teddy, Iesha, and Travis are having a sit-down meal.*

Communicate

Let the parents know the vocabulary generated for the topic and ask the family to provide opportunities at home for additional naturalistic practice.

DOCTOR'S OFFICE

Predict

Ask student(s) to generate situations when a doctors visit is necessary.

Ask student(s) to generate vocabulary/phrases, and transcribe them on the board and/or the student's notebook.

Add to the list any critical vocabulary not generated by student(s).

- **Your name?**
- **Please have a seat and the doctor will be with you shortly.**
- **Step on the scale.**
- **I need to take your temperature. Under your tongue.**
- **Please, take off your ...**
- **What's wrong?**
- **Open up and say ahhh.**
- **Where does it hurt?**

Practice

Have the student(s) attend to presentation of vocabulary via sign, voice and print, then set up some "choice-tasks" where the student must discriminate the target word or phrase from others.

Role Play

Use situations generated during the prediction activity to role play, allowing the student(s) the opportunity to speechread the new vocabulary.

Possible scenario:

> *Victor has a sore throat and he has gone to see the doctor. He needs to check-in with the receptionist, interact with the nurse and be examined by the doctor.*

Communicate

Let the parents know the vocabulary generated for the topic and ask the family to provide opportunities at home for additional naturalistic practice.

The Laurent Clerc National Deaf Education Center's "Sharing Ideas" series includes a variety of short papers of interest to parents and teachers of deaf children, researchers, school administrators, support service personnel, and policy makers. These widely disseminated works cover a broad range of timely topics--from the results of research to descriptions of innovative teaching strategies--with a focus on improving the quality of education for children who are deaf or hard of hearing.

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The Laurent Clerc National Deaf Education Center is comprised of two federally mandated demonstration schools for students from birth through age 21 who are deaf. Located on the campus of Gallaudet University, these schools work in collaboration with a national network of exemplary programs and professionals to identify, research, develop, evaluate, and disseminate innovative curricula, materials, educational strategies, and technologies for students who are deaf or hard of hearing. The Clerc Center also provides training and technical assistance to families and programs throughout the United States, and serves as a model individualized educational program, working in close partnership with its students and their families.

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Working for Deaf and Hard of Hearing Children
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